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ABSTRACT

A French language program used in a Montessori school with children in preschool through junior high grades is described. The program provides language instruction in the classroom by a French specialist as well as separate French classes, a compromise between immersion and the Montessori methodology. The children are able to work independently with French-related materials in their own classrooms at any time, and individual help is also available. French instruction begins when children enter the school at age two and a half and establishes vocabulary and language interest at an early age. The curriculum is participatory and includes grammar instruction. At the junior high school level, students enter either an accelerated French program, grammar-intensive and writing-oriented, or an advanced beginning level focusing on grammar basics and spelling. Special student projects also allow language learning to be expanded beyond the classroom. A curriculum outline and list of expectations is appended. (MSE)

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FOREIGN LANGUAGE INSTRUCTION WITHIN A MONTESSORI ENVIRONMENT

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Foreign Language Instruction within a Montessori Environment

A Montessori learning environment is set up to help children become independent learners by allowing them to make choices and to direct their work in a highly individual way within a warm, inviting, material rich environment. The teacher is a resource for learning just as each of the materials in the classroom is. Classrooms are age mixed at all levels so that older children can serve as role models for younger children and so that individuals can progress at whatever rate is most comfortable for them. A preschool class consists of children ranging in age from two and one half years up to six years. A lower elementary class has children aged six to eight and so on up through junior high.

When the French program was introduced to Lake Country's Montessori classrooms eleven years ago, a decision was made to set up a special totally French speaking environment outside of the classroom that the children would come to every day. Much debate took place as to how the French program could become more Montessori in nature. How could we help the children to become more independent in their learning, especially when the majority of information is imparted by the teacher of a foreign language classroom? This hardly allows for self-direction and freedom of choice on the part of the child. A compromise was met by bringing the French specialist into the child's Montessori environment as well as holding separate French classes. Once a week the specialist works with children in their classroom environment, interacting spontaneously over their work. Children can also choose at this time to work with the specialist individually. The specialist can in turn work with a child who perhaps needs more attention than she is able to give in class. Using both the lesson approach and the spontaneous conversation approach seemed to provide the balance we were seeking.

Within the Montessori classrooms the French specialist has set up age appropriate materials that children can choose to work with at anytime. In the preschool the children use felt board activities, cassettes with songs that are sung frequently, simple labeling activities teaching parts of the body, colors, clothing, fruits and vegetables, and finally games that two children can play together. As a result of having placed these materials withing the classroom environment, we have found that a wonderful undercurrent of French is present in the classroom throughout the day. The classroom directrices frequently hear an older child helping a younger child remember parts of a song that the younger child has forgotten or names of objects around the classroom. Frequently when a child has begun work on the French materials in the classroom other children will gather round

for a few minutes and share what they remember of the vocabulary. After a few minutes of discussion they will move on to their other work. Children at this age will also take expressions that they have learned in French such as "C'est bon." or "Pas bon." and use them in appropriate situations within their classroom. It is in this way that French moves into the child's whole learning experience rather than remaining a separate twenty minute class he/she goes to every day.

The children at Lake Country Montessori Learning Environments begin taking French from the day that they enter school for the first time; for most of them this means at two and one half years. The success of the program lies in the solid base of vocabulary developed at an early age and, equally as important, from the love and joy instilled in them while learning another language.

In the early years emphasis is totally on oral comprehension. Little ones learn all kinds of movements, dances, songs, rhymes and stories as well as a core vocabulary in areas such as: parts of the body, colors, numbers, family members, foods, clothing, and animals. The most successful learning activities involve rhythmic clapping or chanting, singing, and movement. Poems and stories that can be acted out are dramatized by the children themselves. Musical instruments such as hand drums, hand bells, tambourines and glockenspiels are used to heighten dramatic moments and to create moods. Young children of two and three years listen most of the time but do not necessarily speak. By the time the children are four most of them participate actively and have good vocabulary retention. They are eager to share what they know with others. A younger child is in a much more unconscious state and will not "perform" for teacher or for parents! By the age of five and six children who have been a part of our program for two years are ready for simple labeling exercises of the parts of the bird or the parts of the body. Some actually move into reading simple stories such as "Voila une pomme. Voila une orange." The stories must offer a lot of repetition and be composed of vocabulary that the children are very familiar with orally. Children age five and six are also ready to do simple art activities that can enhance vocabulary and stories being taught. My children know the verbs "coupez", "collez", and "coloriez" backwards and forwards and are always ready with a "J'ai fini!" when the activity is completed. I never taught them these expressions; they were simply picked up as we did several activities together!

In the lower elementary years the work follows closely on the heels of the last year in Children's House (our preschool classroom). Children begin to make their own books of jungle or farm or zoo animals. They begin a phonetic spelling program in French. Cassettes of the words are left in the Montessori classrooms where the children use them

along with pictorial representations of the vocabulary. Again labeling becomes an activity as the children match up labels with the pictures. As a follow up activity the children draw and label the pictures in their own French notebooks. Finally the children test each other on the spellings of the words.

In the last year of Elementary I the children analyze sentences in French in the same way they do in English. Each part of speech is represented by a geometric symbol. When the sentence is written out, it can be coded with the appropriate symbols and every part of the sentence is analyzed for its function. This is a good activity for teaching observation and for understanding parts of speech. The following symbols are used in Montessori classrooms to label parts of speech:

	a large black triangle	Noun
	a large red circle	Verb
	a small blue triangle	Article
	a medium dark blue triangle	Adjective
	a tall skinny purple triangle	Pronoun
	a small orange circle	Adverb
	a green crescent	Preposition
	a pink bar	Conjunction
	a golden keyhole	Interjection

Finally, the oldest children in Elementary I perform a short French skit for their parent performance, memorizing and acting out lines in French.

The movement from lower elementary to upper elementary is a psychic leap. The workload in the Montessori classroom itself increases tremendously, and frequently the French specialist meets with responses such as: "I have too much

work to do. I can't do French!" Obviously the perspective of the child has changed and he or she sees the French as something extra to be done in one's spare time! The work done in French therefore has to change to impress the child with how important it is as well as other classroom work.

Children in the nine to eleven year old level seek more structure in their language experience. They are more conscious of their peer group and subsequent criticism from them. Spontaneous explosions of French do not occur as frequently as on the younger levels, even though the children have a sophisticated vocabulary built over several years and a confidence in their language ability. There is a great need for more detail. Grammar becomes interesting and important for synthesizing new information more quickly. Reading, writing and spelling skills become equally as important as the oral skills. Greater emphasis is also given to task completion and time organization. Regular assignments are made with the expectation that the work is done on the child's own time, either at home or in the child's classroom.

Just as in the two younger levels the French specialist spends forty-five minutes once a week in the Montessori classroom working with individual children in a more spontaneous atmosphere. In addition to this float time we added a third dimension to the Elementary II program by incorporating a French cultural lesson presented to an entire class of mixed nine to eleven year olds once a week. This collective at the Elementary II level offers the same occasion for behavior modeling as at the preschool level. In a forty-five minute collective the specialist offers a fifteen minute presentation on an aspect of the French speaking world and then presents a task which must be accomplished within small groups. The older children are the group leaders and are responsible for delegating tasks to the younger children in the group. The entire group works together to complete their project and then shares what they have done with the other groups. We have focussed on yearly themes such as "France: Its geography and its history," "French in North America" and "French West Africa". Weekly projects have varied from drawing a bar graph of the fluctuations of the French franc to designing a group chateau. Food representing various countries is introduced periodically and once a year each classroom makes a French meal.

After all of this excellent preparation students entering our junior high program should be able to sail into an academically rigorous program, n'est-ce pas? As in any learning situation students don't always progress at the same rate. In addition, writing skills and grammar mastery seem to require an entirely different set of skills than oral comprehension and oral proficiency. It is not unusual to find that a student who can converse quite easily is a disaster at spelling and grammar. Therefore the junior high

program marks a division where students go into either an accelerated French program, much more grammar intensive and writing oriented, or into an advanced beginning level which focusses on grammar basics and spelling. It also allows for the incorporation of students who are new to the school and who have not been exposed to French previously.

Because of the more traditional format of regularly scheduled lessons, the junior high French specialist does not have the weekly float time available to her within the classrooms. Instead the students eat lunch with the specialist in small groups where conversation can occur naturally and can follow the interests of the students.

A second means of taking French beyond the French classroom is a trimester project which requires the students to creatively expand their horizons. Students can choose to learn a French song and teach it to the class. They can visit a French restaurant or prepare a French meal at home. They can go see a French film or play, read a French book or magazine, or interview a French speaking person and record it on tape. One of the more interesting projects done was a video tape of a meal prepared for guests who then had to comment in French as each course was served!

The French program that we offer at Lake Country is by no means a perfect one. Every year offers subtle refinements, more discussion, and always some form of experimentation. The greatest asset that we have is the stability of our student population. When children begin language work as early as two and one half years, a specialist has the opportunity to get to know them very well by the time they arrive in the junior high. This certainly aids us in serving the needs of the children and in designing a more individualized program.

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FRENCH OUTLINE AND EXPECTATIONS

Children's House — LAKE COUNTRY SCHOOL

The 3,4 and 5 year olds experience learning a second language via two different modes: 1) A structured 20 minute intensive class three times a week with children of their own age in a special French environment; 2) Once a week the French specialist goes into the Children's House classroom for spontaneous interaction with individual children. The specialist is there for 45 minutes for a "float period" and then shares a French collective with the entire Children's House class (mixed three, four and five year olds) for 20 minutes. The collective is a time for group singing, group dancing, observing one another perform and for younger children to model after the older children.

Structured Program: Ages 3, 4 and 5

Children are immersed in a second language experience via children's songs, poems, counting games, dances, rhythmic activities, short stories and plays. These activities focus on vocabulary categories that provide a base to build on in future years: the body, clothing, foods, animals, weather, days of the week, months, numbers 1-30 , colors, family, the house, places to visit, methods of transportation, professions, cultural information about special holidays, celebrations, unique customs and rituals of the French speaking world." These categories are not treated just individually but are interwoven via the material and activities to integrate the child's ability to recognize, understand, and use French in many contexts.

Expectation:

A. End of first year - 3 1/2 years
1) Child participates in oral group work 100% of 20 minute class period (gives attention and recites enthusiastically without fear)
2) Child recognizes a limited number of vocabulary words from each of the categories above but cannot necessarily reproduce words above
3) Child can reproduce isolated sounds of the French language correctly
4) Child can recite an entire poem or sing songs from memory with one or two other children in front of a larger group (not necessarily 100% accurately)
5) Child takes language experience back to classroom and spontaneously sings or recites fragments during day.
6) Child can manipulate cassette player in classroom and chooses freely to listen to French tapes

B. End of second year - 4 1/2 - 5 years
1) Child participates in oral group work 100% of the time (20 minutes) - gives full attention and recites enthusiastically without fear within group
2) Child masters and reproduces without help a limited number of vocabulary words from the above categories
3) Child reproduces without help the songs, the poems and rhymes for the rest of the group in informal presentations
4) Child understands simple questions: Comment ça va? Comment t'appelles-tu? Quel âge as-tu? Qui est-ce? Qui est..... De quelle couleur est-ce? and can offer an answer in French.
5) Child understands and can obey commands in French - Ecoutez, répétez, chantez, regardez, ouvrez, fermez, dansez, marchez, sautez, pleurez, nagez, donnez, ne touchez pas, levez-vous, asseyez-vous, touchez, bougez, glissez, passez
6) Child can count to twenty in French
7) Child can identify colors in French

C. End of third year

1) Child can follow directions in French
2) Child can name children in classroom by French name
3) Child can recite without hesitation and with accuracy songs, poems and rhymes
4) Child can perform dances spontaneously without adult supervision
5) Child uses simple expressions in French spontaneously in appropriate contexts
6) Child has a wide vocabulary base in the above categories, i.e. has mastered vocabulary that can be spontaneously called forth
7) Child can count to 30 in French with the group
8) Child can give commands in French
9) Child can memorize and participate in short skits without fear and internalize expressions for spontaneous later use
10) Child can accurately pronounce all French sounds and can repeat lengthy sound sequences without difficulty
11) Child begins to associate written words with oral words previously learned: verbs, objects in classroom, French names
12) Child reads simple vocabulary accurately: Animals, body parts, numbers, colors
13) Children can take French songs and accompany themselves on bells, xylophone or rhythmic sticks

Elementary I

Emphasis is on developing listening and pronunciation skills. The class should be conducted entirely in French in order to open the child's ear to the language and to get a feeling for the rhythm of the language.

The children learn vocabulary words by listening to the adult speak the words, and they then derive the meaning through visual aids such as pictures, objects, or actions. The children mimic what is spoken. Pronunciation can be checked immediately. Through French songs, poems, dialogues, plays, games, simple questions and answers, the children interact with each other in French. It is important that the children be comfortable in a second language environment, and so spontaneous use of the language is encouraged. Each level meets three times a week for 30 minutes with approximately 10 to 12 students per French class. The class may be divided into two groups for a 15 minute class in order to give more individual attention, depending on the lesson. The teacher spends 30 minutes per week in each level's classroom. French cassette tapes are also in each classroom.

Expectations: age 6

1. The children choose a French name that they will use as their own in class. This gives them a new identity and role to play that they can be comfortable with in a different environment.

2. Emphasis is entirely on pronunciation and listening skills so that the child's ear becomes accustomed to diverse sound combinations. Thus the children develop an ear for the language and good comprehension skills. The sounds will be very familiar to them and they will not have to struggle to hear and pronounce them.

3. It does take time for the child to become accustomed to this environment, so recitation is done by the entire group in the beginning, not by individuals.

4. Singing is a relaxing way to learn pronunciation and grammatical structure.

5. A phonetic spelling program is begun mid-year. The children listen to French tapes identifying pictures painted on cards. They then read the work identifying the picture and copy it onto paper. This teaches them sound/symbol associations.

Subjects covered in Level I

1. Salutations, the body, clothing, foods, animals, weather, days of the week, numbers 1 to 30, colors, the family, the house, school.

2. Songs and poems that can be dramatized.

3. Simple -er verbs that can be acted out.

4. Prepositions.

Curriculum and expectations for age 7

1. The children begin to master material that they were exposed to in level 1.

2. They recite songs and dramatize poems independently, and comprehend simple questions and answers.

3. They retain vocabulary and begin to initiate its use.

4. The spelling program begins the last half of the 6th year and continues in the 7th year through approximately 10 lessons.

5. The children learn to read vocabulary that was learned orally. This is used to label objects with the written word.

6. Later in the year they construct and read simple sentences.

Curriculum and expectations for age 8

1. The children initiate use of vocabulary they have learned through dialogues, plays, puppet shows, and dramatized poems. Some French plays and poems are performed for level I and II.

2. More spontaneous speaking occurs.

3. The children learn subject pronouns, conjugate -er verbs, and analyze sentence structure.

4. They read simple stories and answer questions about them.

5. Spelling lessons continue to teach vocabulary and sound symbol associations. About 10 lessons are covered.

6. The geography of France is mapped out. A culture unit is presented on Paris and/or several provinces.

7. Culture is also learned through French songs, stories, fairy tales, celebrations, and cooking.

8. The children learn names of instruments, professions, places to go and means of getting there; numbers 1 to 100.

0. Adjective agreement and dictionary work begins later in the year.

11. The children should be able to reproduce all of the French speech sounds of isolated words and phrases with correct pronunciation and intonation.

12. They should be comfortable in a second language environment, using a second language with adult and peers, and understanding the general meaning of what they hear, not always individual words. They should realize that their potential to communicate with others is as great in a second language as in their own.

FRENCH OUTLINE AND EXPECTATIONS

Elementary II

Children at this level come with a strong oral background in French from the Elementary I and Children's House programs. They have internalized the sounds of the French language and can reproduce them accurately as well as comprehend simple questions and simple conversation.

Children in the nine to 11 year old level seek more structure in their language experience They are more conscious of their peer group and subsequent criticism from them, which makes them more reserved in the activities in class. Spontaneous explosions of second language use do not occur as frequently as on the younger levels, even though the children have a sophisticated vocabulary built over several years and a confidence in their language ability. There is a need for detailed work with the language and a need to move into the written language. Emphasis is placed upon developing reading, writing, spelling and grammar skills at the Elementary II level.

At the Elementary II level the students meet twice a week for language lessons. The French specialist also directs a weekly culture collective in the regular classroom. The collective includes nine through eleven year olds and as in the Children's House collective focusses on modeling behavior. The teacher does a short 15 to 20 minute presentation on some aspect of the French speaking world and then presents a task which must be accomplished in small groups. The older children are group leaders and are responsible for delegating tasks to the younger children in their group. Themes such as "France: Its geography and its history", "French in North America" and "French West Africa" have been chosen for different years.

Curriculum for Age 9 and other beginning students to Elementary II program

This group meets two times a week for 1/2 hour lessons in the French environment.

1. Students at this level begin reading very simple cartoons using vocabulary familiar to them.
2. Phonetic work is continued through work with simple sentences that are memorized, recited and spelled.
3. Beginning grammar is introduced: verb conjugation, pronouns, noun gender and number, articles, adjective agreement.
4. Simple dialogues from Beginning French Reader (National Textbook) are read aloud, memorized and then studied for dictation. Creative dramatics are used to portray the stories.
5. Simple fairy tales are read for comprehension. Puppet shows are then created from the story and presented to Children's House.
6. Simple writing exercises of cartoons, poems and dialogues are structured so that the children can follow an outline and personalize it by substituting in their own creative work.
7. Cultural units on Noel, le Toussaint, French scientists, French provinces (history, art, food, music and dance) are presented at appropriate times.
8. At the end of the year the children incorporate some of their French work in their performance for the parents.

Expectations for the 9 year old completing the first year of the Elementary II program

1) An awareness of the extent of the French speaking world. They should know where French is spoken in the world and what people who live there are like.
2) An understanding of the elementary grammar concepts and an ability to identify: verbs, nouns (their gender and number), adjectives (and to make them agree), articles, pronouns and the two irregular verbs - être, aller.
3) An ability to use the verb "Aller": to ask questions "Où vas-tu?" and to answer with

a variety of responses using the appropriate à, à la, à l', au, or aux form.

4) An ability to associate the written word with its correct pronounciation, and a skill in phonetically sounding out words.
5) An ability to read with comprehension and to read aloud with fluency in French.
6) An ability to independently use the language in simple writing exercises, but not with total spelling accuracy.
7) An ability to use the French dictionary with ease.
8) An ability to research cultural projects.
9) An ability to memorize and recite accurately short dialogues, poems and plays in French
10) Seventy five per cent of the words on a spelling test are spelled correctly.
11) Enthusiastic participation in singing and in group oral work.
12) Confidence in their own pronounciation and confidence in recalling vocabulary..
13) An ability to translate a simple French sentence into English through identification of the parts of speech.

Curriculum for Age 10 or other second level students in the Elementary II program

This group meets two times a week for 1/2 hour lessons in the French environment but is also expected to do independent grammar work out of Fun With French (AMSCO School Publications, Inc.) as homework. The French specialist is in the Elementary II environment once a week for forty five minutes to answer questions and follow up on the children's work.

1) Grammar lessons in Fun With French

2) Presentation of irregular verb conjugations: aller, avoir, and être as well as regular -er verb conjugations.

3) Work with verb idioms.

4) Expansion of adjective vocabulary and more difficult adjective agreements, particularly work with plural agreement.

5) Work with negation, interrogatives, possession, future progressive, time, dates.

6) Weekly oral and spelling work done independently in the classroom from cassette lessons focussing on familiar nouns and verbs.
7) Reading of simple stories for comprehension and phonetic work. Monsieur Navet; Beginning French Reader; Bonjour Magazine.

8) Writing simple poems, cartoons and dialogues.

9) Cultural songs and dances. It is suggested that those interested prepare a musical accompaniment to Children's House songs.

10) Cultural research on French artists.

11) An informal presentation of a short play based on a story they've read during the year.

Expectations for the 10 year old completing the second year of the Elementary II Program

1) An understanding of the grammar concepts taught.
2) An ability to read aloud in French with accurate pronunciation and fluency.
3) A comprehension of short stories read in French.
4) An ability to formulate simple sentences in French to answer written questions about material read.

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5. An ability to write simple poems and dialogues without total spelling accuracy.
6. Children develop responsible work habits for preparing the spelling and dictation work, as well as their independent grammar work in Fun With French .
7. An ability to research cultural projects.
8. An ability to use the French dictionary with ease.
9. Confidence in their oral and reading skills.
10. An ability to do simple translation French to English, and English to French.

Curriculum for age 11 and younger students who have advanced oral skills

This group meets twice a week for 1/2 hour lessons in the French environment. but is also expected to do independent grammar work out of Passeport Français (D.C. Heath & Company) during class time or as homework. The French specialist is in the Elementary II environment once a week for 45 minutes to answer questions and follow up on the children's work.

1) Continuation of independent grammar work in Passeport Français Book 1 En Route. In alternate years we use Book 2 Salut.
2) Presentation of disjunctive pronouns, command forms of verbs, irregular spellings for -er verbs, additional irregular verbs "voir" and "faire", and "venir", vocabulary in weather and geography and beginning work in -ir and -re verb conjugations.
3) A short novel read in French: Les Monstres du Lac Champlain (Aquila Editions).
4) Other short stories, poems, cartoons read and discussed in French.
5) Writing poems, short dialogues and plays in French based on stories the children have read.
6) Improvisations of stories the children have read to encourage spontaneous use of the language.
7) Intensive work on a 20 minute French play based on a well known fairy tale, in which scriptsare read and memorized, parts rehearsed and then the play presented as a polished piece for the parent community.

Expectations for the 11 year old completing his third year in Elementary II

1) Children complete on time and understand independent grammar work with little supervision from the specialist.
2) Children comprehend French stories read independently.
3) Children can sight read with accurate pronunciation and intonation patterns.
4) Children are able to compose correct grammatical sentences in French in order to answer oral or written questions.
5) Children can independently compose a short poem or dialogue in French that reflects vocabulary learned over the years and internalized grammatical structures.
6) Children are able to learn a lengthy part in a French play and act in it with precise intonation, correct pronunciation and feeling for the language.
7) Children have a curiosity and enthusiasm for further second language acquisition (French or other).

FRENCH OUTLINE AND EXPECTATIONS

Junior High

The Junior High group meets three times a week for 1/2 hour lessons in the junior high environment. Lessons are prepared to develop all skill areas of language acquisition: speaking, listening, reading and writing. The students work out of a textbook: Passeport Français, which is supplemented from other texts as the need arises.

We offer two levels of language study at the Junior High level: an advanced beginning level and an intermediate level. Students are placed in the level most appropriate for their mastery of writing and reading skills.

In the scheduled hour and a half of French time per week, we do some grammar work, a reading exercise, oral work and written comprehension exercises. Homework is given for each lesson. Students are required to turn in assignments regularly, to meet deadlines, and to prepare for unit tests every 6 to 8 weeks.

An opportunity to experience the language in a non-structured way occurs twice a month during a French lunch period when students sit with the French specialist and simply converse in French while eating.

Field trips to French plays, to museum exhibits, to films and to concerts are incorporated into the Junior High program at appropriate times.

Curriculum for 12 through 13 year olds

Advanced Beginning

1. Students work on grammar units from the textbook series Passeport Français Book 1 (En Route) or Book 2 (Salut).
2. Grammar study includes a review of -er verb conjugation, a presentation of -re verb conjugation and -ir verb conjugation and work with the irregular verbs : aller, être, and avoir.

   We also continue work with adjective agreement, the partitive, prepositions the interrogative, negation, possessive and emphatic pronouns.
3. Students are expected to memorize dialogues.
4. Oral work is done both spontaneously and with structured drills from tapes accompanying the textbook series.
5. Students are expected to develop simple stories in French from cartoon sketches.
6. The first half of the year short reading assignments using current vocabulary we are studying are given. The second half of the year the students read a beginning to intermediate reader in French: Les Monstres du Lac Champlain or Les Gamiens Arrivent by Acquila Editions.
7. Students can opt to participate in a state wide oral contest, presenting poems, songs or plays.
8. Students study French history through a time line of important historical personnages and the events of their time.

Intermediate

1. Students work out of the grammar textbooks Passeport Francais Book 3 (Bon Voyage) and Book 4 (C'est la Vie).
2. Present tense conjugation of regular -er, ir and re verbs is reviewed. Irregular verb conjugation is begun. Reflexive verbs are studied.
3. Object placement is studied with the adverb y and with direct and indirect objects.
4. Past tense verb work is introduced.
5. Students continue to work with oral drills on tapes and to memorize dialogues.
6. Periodic compostions are written in French.
7. An intermediate reader, Chemins Dangereux, by EMC is read and is accompanied by tapes.
8. Students are asked to do a trimester project that goes beyond work assigned in class. They may attend a play, a film, a French restaurant, prepare a French meal, read a French book or magazine, interview a French person or write a poem or story in French.
9. Students may opt to participate in a statewide oral competition where they learn a song, poem or play.
10. Students participate in a nationwide written French exam.
11. Students study French history through a time line of important historical personnages and the events of their time.

Expectations of the Junior High Program

1. Students develop greater independence in their language work.
2. Students are able to synthesize information from the lessons in the Passeport Français series and are able to use it in various contexts, one of them being a formal test on the material.
3. Students are able to use their oral and written French capacity creatively.
4. Students are able to carry on a conversation in French on a variety of subjects in a nonrestrained, nonstructured French luncheon period.
5. Students are able to comprehend a short French novel read independently.
6. Students have internalized a timeline of historical events occuring in France which directly influenced the development of Western civilization.
7. Students feel confident in their use of French and are willing to enter areas of competition without fear.

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